

5 GRADERS ENGLISH ACTIVITIES UNIT 6 (4)



Hi!!!! How have you been? First of all, I would like you to read these nice words before starting the new task. These words are dedicated to you all:

*As your teacher, I promise you that I will always be in one of **three** places:*

*1. In **front** of you.*

To guide you, teach you, lead by example and cheer you on.

*2. **Beside** you.*

So that you'll not walk alone, and I can catch you should you stumble.

*3. **Behind** you.*

To give you a gentle push in the right direction, knowing that I've got your back.

Now, it is time to continue working on Unit 6. We have already done Lessons 1, 2 and 3 from the Class Book and the Activity Book, so you have learnt some vocabulary related to everyday objects and the most important characteristics about the Present Perfect tense.

This new task is about **Lessons 5 and 6**. We are going to be studying some vocabulary about adjectives to describe objects and some points about a new grammar topic: **RELATIVE PRONOUNS**.

Let's start with Lesson 5

CLASS BOOK, LESSON 5, PAGE 60

We have to continue making our vocabulary list.

Open the back part of your notebook and copy the following words making a list. Watch out! The English words have to be written **in black** and the meaning **in blue**:

wide spiky round dirty clean flat shiny dull bumpy
dry wet narrow

Here you have the definition of each word and a picture as a clue. Will you be able to guess the meaning?

-Wide: of great size or extent from side to side.



-Spiky: having a spike or spikes.



-Round: having a flat, circular form, such as a disk or hoop. Shape like a ball or globe.



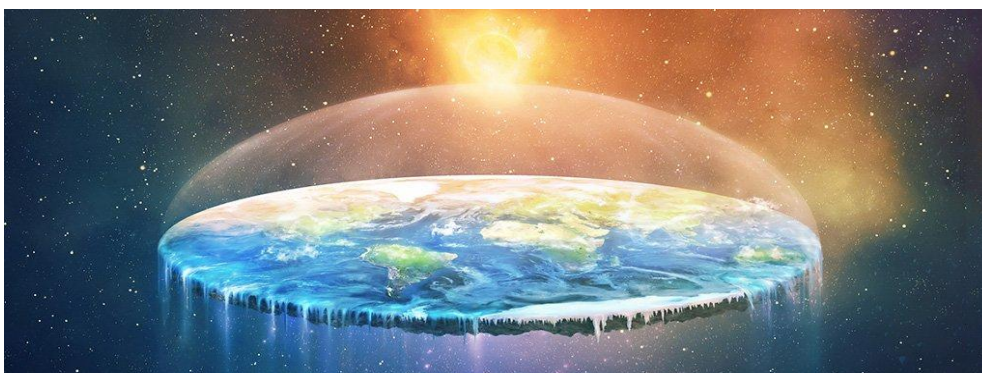
-Dirty: soiled with dirt; unclean.



-Clean: free from dirt.



-Flat: horizontally level; level, even, or smooth in surface, such as land or tabletops.



-Shiny: bright in appearance; filled with light, esp. sunshine.



-Dull: not bright, intense or clear; not shiny.



-Bumpy: full of bumps.



-Dry: free from moisture; not wet.




-Wet: moistened, covered, or soaked with liquid.



-Narrow: not wide or broad; of little width.



Have you guessed the meaning? **Copy them in your notebook!**

If you want, you can **listen to the audio** ( Vocabulary Lesson 5 Unit 6) and check how the words are pronounced. The audio is in the attached file “Vocabulary Lesson 5 Unit 6”. Then, you can **repeat** the words.

ACTIVITY BOOK, LESSON 5, PAGE 58, ACTIVITY 2

This is a **listening activity**. You are going to hear four children describing the sculptures in the pictures. Play the recording, pausing if necessary, to listen and number the pictures in the order that the sculptures are described.

The audio is:  AB Lesson 5 Act 2

If you have problems when listening to the audio, here you have the **transcript**:

1. This sculpture is very spiky. One of the spikes is long, thin and sharp. (3)
2. This sculpture is fat and bumpy. It's dirty too. (4)
3. This sculpture looks like a tree with a wide trunk. The top is shiny and smooth. (1)
4. This sculpture is curved and narrow. (2)

ACTIVITY BOOK, LESSON 5, PAGE 58, ACTIVITY 3

Complete the descriptions.

wet narrow see round soft green

1. A tennis ball: It's _____ and furry. It's usually bright _____.
2. A glass bottle: It's _____ at the top. It's smooth and you can

_____ through it.

3. A sponge: It's very _____ and it's _____ when you use it.

Answers:

1. round, green
2. narrow, see
3. soft, wet



Before working on Lesson 6, we need to know what relative pronouns are and how they are used.

It's important to read the following information carefully.

RELATIVE PRONOUNS

WHAT ARE RELATIVE PRONOUNS?

Relative pronouns (who, which, where) help us to create longer sentences to give more information about people, things or places.

Los pronombres relativos nos ayudan a crear oraciones más largas para dar más información sobre las personas, las cosas o los lugares.

***who* = a person**

***which* = a thing**

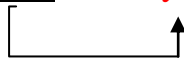
***where* = a place**

Look at the following examples:

-A **writer** is a person who writes books.



-I like Bristol, which is a **city** in England.



-A **restaurant** is a place where you can have dinner.



-We don't know the **person** who donated this money.



-We drove past **my old school**, which is celebrating its 100th anniversary this year.



-I know a **restaurant** where the food is excellent.



Before doing the activities related to RELATIVE PRONOUNS, watch the following video:

<https://www.youtube.com/watch?v=nGNvzbM0LmM>



RELATIVE PRONOUNS WORKSHEET

This is the attached file:  RELATIVE PRONOUNS WORKSHEET


There are three activities about relative pronouns in this worksheet. These activities are not difficult to do. Here you have the explanation for each activity:

Activity 1. You have to match the two halves in order make full sentences.

Activity 2. You have to fill in the gaps using *who*, *where* and *which*.

Activity 3. This activity is similar to the second one. The only thing you've got to do is to fill the gaps with the relative pronouns (who, where and which).

If you have questions while doing these activities, apart from asking me, of course, you have another attached file with the answer key.


Answer key:  RELATIVE PRONOUNS ANSWER KEY

Let's start working on Lesson 6

CLASS BOOK, LESSON 6, PAGE 61

This is a listening-reading activity. **Listen and read.**

You have to read and understand the text. The first thing you have to do is to **listen to the story** carefully.

The audio is:  Street art - a yarnstorm

Focus on the pronunciation while listening to the text. It is important to practise this activity **twice**. The first time, read the text in silence while you listen to the text paying special attention to pronunciation. Secondly, try to read the text aloud and listen to the recording at the same time.

This is the text you can find on page 61:

STREET ART – A YARNSTORM

Knit the City is a group of four knitters who leave their knitting in public places in London and call it “yarnstorming”. Deadly Knitshade (not her real name) started the group in 2009.

Where was the first yarnstorm?

The first yarnstorm was in London in Covent Garden, where we covered a wooden barrier with colourful knitting.

Do you always knit covers for things?

No, we knit lots of different things from fruit to pirates.

Which knitted thing is your favourite?

My favourite is the biggest thing I've knitted, a squid, called Plarchie, which is made out of 160 plastic bags. It's 8 metres long.

Is yarnstorming difficult?

Sometimes. We hung knitted hearts from a statue called Eros in London, which is 7 metres above the ground. It was very high up and very windy. Some people clapped when we managed to do it.

Do people take your knitting?

Yes, but that's OK. We yarnstorm and then we take photographs. After that people can take the knitting. Once I got a photograph from a man who took a knitted car for his living room. Another man took a knitted mushroom, which he gave to his daughter.

Do you only yarnstorm in London?

Well, we have just been to Berlin, in Germany, where we left knitted sausages, so one day we might come to your city, too!

USEFUL VOCABULARY

- ✓ Knit: tejer.
- ✓ Knitter: tejedor, tejedora.
- ✓ Yarn: hilo.
- ✓ Wooden: de madera.
- ✓ Barrier: barrera.
- ✓ Squid: calamar.
- ✓ Above: sobre, encima de.
- ✓ Clap (clapped): aplaudir.
- ✓ Sausage: salchicha.
- ✓ Might: es possible que, puede que, podría.

CLASS BOOK, LESSON 6, PAGE 61, ACTIVITY 4

This activity is related to the text you've already read. Maybe you need to read it again so as to do this activity. What you have to do is to join the sentences using a relative pronoun and copy them in your notebook. This activity is quite similar to the one you did in the worksheet.

You have to do this activity in your notebook:

4 Read again and join the sentences with relative pronouns.

- | | | |
|---|---------------------------|--|
| 1 There are four knitters | who
 which
 where | leave their knitting in public places. |
| 2 Eros is a statue | | he gave to his daughter. |
| 3 A man took a knitted mushroom, | | took a knitted cat for his living room. |
| 4 Deadly Knitshade got a photo from a man | | they covered a wooden barrier with knitting. |
| 5 Plarchie is a squid | | is 7 metres above the ground. |
| 6 The first yarnstorm was in Covent Garden, | | is made from 160 plastic bags. |

ANSWERS

1 There are four knitters who leave their knitting in public places. 2 Eros is a statue which is 7 metres above ground. 3 A man took a knitted mushroom, which he gave to his daughter. 4 Deadly knitshade got a photo from a man who took a knitted cat for his living room. 5 Plarchie is a squid which is made from 160 plastic bags. 6 The first yarnstorm was in Covent Garden, where they covered a wooden barrier with knitting.

CLASS BOOK, PAGE 65, ACTIVITY 4

It is an easy-to-do activity about relative pronouns. **Read and write *where, who or which*.** Do the activity in your notebook.

Trip Report by William Victory

Last week we went to Liverpool, **1** ... we visited the Tate Gallery. We went with Miss London, **2** ... has been there before. We saw paintings by René Magritte, **3** ... was an artist from Belgium. My favourite painting was Galconde, **4** ... he painted in 1953. It shows a city **5** ... men are falling from the sky. I am painting a similar picture for the art competition, **6** ... is next week.

ANSWERS

1 where 2 who 3 who 4 which 5 where
6 which

ACTIVITY BOOK, LESSON 6, PAGE 59, ACTIVITY 1

Read and complete the text with *who*, *where* or *which*.

CowParade

Have you seen cow sculptures in your city? Maybe one day ...!

In 1998, a Swiss artist had an idea to have lots of cow sculptures, painted by different artists, as an art exhibition. People have repeated this in many cities all over the world, and they're called the CowParade. The organizers buy a hundred white cow sculptures (1) _____ are made of fibreglass. They ask artists



(2) _____ live in the city to paint them. Then they put each cow outside in a public place in the city (3) _____ people can see them.

The streets, squares and parks in the city are like an outdoor museum (4) _____ is completely free! After about two months, the organizers sell the cows and they give the money to charity.

The cows are in three different positions: standing, lying and eating. The most popular is the standing cow (5) _____ is 1.5 metres tall.

The most expensive cow was from the CowParade in Dublin, (6) _____ someone bought a cow for £90,000! It was decorated with thousands of pieces of beautiful crystal.

ANSWERS

1 which 2 who 3 where 4 which
5 which 6 where

ACTIVITY BOOK, PAGE 60, ACTIVITY 4

This is a regular review activity. You are going to practise the structure “*be made of*” and the superlative form of some adjectives. In the activity, you have an example you may use as a guide.

You can check your grammar notes about *be made of* structure and *superlative adjectives* if necessary. I remind you that you have all these notes in your Grammar Reference folder.


Write superlative sentences using made of.

- 1 old / metal The oldest sculpture is made of metal.
- 2 big / wood _____
- 3 small / bronze _____
- 4 beautiful / paper _____
- 5 colourful / glass _____
- 6 tall / concrete _____

4 Write superlative sentences using *made of*.

- 1 old / metal The oldest sculpture is made of metal.
- 2 big / wood The biggest sculpture is made of wood.
- 3 small / bronze The smallest sculpture is made of bronze.
- 4 beautiful / paper The most beautiful sculpture is made of paper.
- 5 colourful / glass The most colourful sculpture is made of glass.
- 6 tall / concrete The tallest sculpture is made of concrete.

CORONAVIRUS – READING ACTIVITY

Attached file:  CORONAVIRUS READING TRUE-FALSE



Read the text and write True or False.

Don't panic! Both the text and the sentences are easy to read. The text explains what Coronavirus is and the healthy measures people need to follow to stop the virus.

VERB TENSES REVIEW

You are going to do another activity in order to review the most important **verb tenses** in sentences. Remember that this activity was part of our English daily routine in class. **You can do this activity either in your notebook or on a computer (Word format).**

Look at the examples:

My sister-in-law plays chess in her house.

PRESENT SIMPLE

- (+) My sister-in-law **plays** chess in her house.
- (-) My sister-in-law **doesn't play** chess in her house.
- (?) **Does** my sister in law **play** chess in her house?

PRESENT CONTINUOUS

- (+) My sister-in-law **is playing** chess in her house.
- (-) My sister-in-law **isn't playing** chess in her house.
- (?) **Is** my sister in law **playing** chess in her house?

PAST SIMPLE

- (+) My sister-in-law **played** chess in her house.
- (-) My sister-in-law **didn't play** chess in her house.
- (?) **Did** my sister in law **play** chess in her house?

PAST CONTINUOUS

- (+) My sister-in-law **was playing** chess in her house.
- (-) My sister-in-law **wasn't playing** chess in her house.
- (?) **Was** my sister in law **playing** chess in her house?

PRESENT PERFECT

- (+) My sister-in-law **has played** chess in her house.
- (-) My sister-in-law **hasn't played** chess in her house.
- (?) **Has** my sister in law **played** chess in her house?

Now it's your turn:

My best friend drinks tap water.

Remember!

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
drink	drank	drunk	beber

PRESENT SIMPLE

- (+)
- (-)
- (?)

PRESENT CONTINUOUS

- (+)
- (-)
- (?)

PAST SIMPLE

- (+)
- (-)
- (?)

PAST CONTINUOUS

- (+)
- (-)
- (?)

PRESENT PERFECT

- (+)
- (-)
- (?)

To drink is an irregular verb. You need the 2nd column to make the past simple and the 3rd column to make the present perfect.



IRREGULAR VERBS

Study the Irregular Verbs list from the beginning to **“TO READ”**.

INFORMACIÓN PARA LAS FAMILIAS

Estimadas familias.

En esta nueva tarea de inglés nos vamos a centrar en el trabajo de las lecciones 5 y 6 de la unidad 6. A continuación, os detallo las actividades, la mayoría de ellas muy cortitas, que tienen que hacer los chic@s y que posteriormente me tendréis que enviar.

1º. Class Book, lección 5, página 60. Tienen que seguir elaborando la lista de vocabulario con las palabras que aparecen en la lección. En el documento les he puesto la definición en inglés y un dibujo. También pueden utilizar un diccionario o similar. Ellos ya saben que las tienen que escribir al final del cuaderno junto con el resto de palabras de la unidad que ya copiaron en la lección 1 cuando comenzamos el tema. Asimismo, adjunto un audio para que escuchen la pronunciación de cada palabra. Las pueden repetir en voz alta.

2º. Activity Book, lección 5, página 58, actividad 2. Es una actividad de listening. He adjuntado el audio para que puedan hacerla. Tienen que escuchar y ordenar las imágenes de acuerdo a unas descripciones con el vocabulario de la lección 5. Lo ideal sería que lo escuchasen un par de veces, pero si alguien necesita más, adelante.

3º. Activity Book, lección 5, página 58, actividad 3. En esta actividad tienen que completar las descripciones con las palabras que tienen en el cuadro. Casi todas son las del vocabulario, pero si hay alguna, como por ejemplo “soft”, que no saben lo que significa, la pueden buscar en un diccionario.

4º. Leer muy despacio la teoría que les he puesto sobre los pronombres relativos. Es muy sencillo, pero lo tienen que hacer con atención puesto que la necesitarán para las siguientes actividades. También les he indicado un vídeo que tienen que ver sobre los pronombres relativos. Además, os he adjuntado la presentación que les hubiese dado en clase.

5º. Hacer la ficha sobre los pronombres relativos. Es una ficha muy sencillita para practicar un poco estos contenidos de gramática. Consta de tres actividades que vienen explicadas en el documento. Asimismo, os he adjuntado las soluciones de la ficha por si tuviesen que consultar.

6º. Class Book, lección 6, página 61. Tienen que escuchar y leer el texto que aparece en esa página. Adjunto el audio para que lo puedan escuchar las veces que lo necesiten. Tal y como les explico a los chic@s en el documento, sería conveniente que la primera vez escuchen el audio y lean a su vez el texto en silencio prestando atención a la pronunciación. La segunda vez, a la vez que escuchan el audio de nuevo, ya pueden ir leyendo el texto en voz alta. Se podría añadir una tercera vez en la que ellos lean en voz

alta el texto sin escuchar el audio. En dicha actividad, he incluido el significado de aquellas palabras de las que pueden desconocerlo.

7°. Class Book, lección 6, página 61, actividad 4. Esta actividad está relacionada con el texto que acaban de leer. De acuerdo con la información del texto, tienen que unir y formar oraciones con los pronombres relativos. La actividad la tienen que hacer en su cuaderno. La actividad viene acompañada de las soluciones.

8°. Class Book, página 65, actividad 4. Es una actividad muy cortita y sencilla que tienen que hacer en su cuaderno. Tienen que completar el texto que aparece con los pronombres relativos. No es necesario que copien el texto, tan solo tienen que poner el número y la palabra correspondiente.

9°. Activity Book, lección 6, página 59, actividad 1. La actividad es muy similar a la que han hecho anteriormente en su cuaderno. Completar un texto con los pronombres relativos. La actividad viene acompañada de las soluciones.

10°. Activity Book, página 60, actividad 4. Es una actividad de repaso de unidades anteriores. Tal y como les he indicado en el documento, pueden consultar sus apuntes de gramática para hacerlo. Esos apuntes lo tienen en la funda de Grammar Reference de su archivador. La actividad viene acompañada de las soluciones.

11°. Coronavirus Comprensión Lectora. Tienen que leer un texto muy sencillo sobre el coronavirus (qué es, dónde surgió, qué medidas se pueden llevar a cabo para pararlo, etc.) y contestar Verdadero o Falso a una serie de afirmaciones sobre el texto. Igualmente, si no entienden alguna palabra pueden buscarla en el diccionario.

12°. Repaso de verbos en oraciones. Esta actividad la hacíamos siempre en clase para repasar los tiempos verbales. Les he puesto una actividad completa como ejemplo para que la puedan tener de referencia y después les he planteado la que tienen que hacer ellos. Esta actividad en concreto la pueden hacer en su cuaderno o a ordenador.

13°. Seguir repasando los verbos irregulares hasta el verbo “to read”.

TODAS LAS ACTIVIDADES SERÁN ENVIADAS POR MAIL.

MUCHAS GRACIAS POR VUESTRA COLABORACIÓN.

Javi, tutor de 5º